



CHESSINGTON
SCHOOL



CURRICULUM ROADMAPS

A GUIDE FOR FAMILIES AND STUDENTS



ENGLISH



LANGUAGES



SCIENCE



DESIGN
TECHNOLOGY



MATHS



PERFORMANCE



HUMANITIES



WORK RELATED
LEARNING

YOUR JOURNEY. YOUR FUTURE. OUR SUPPORT

What are Curriculum Roadmaps?

Our Curriculum Roadmaps are designed to help families and students understand the learning journey in every subject from Year 7 through to Year 11. They provide a clear overview of the knowledge, skills and key topics that students will study as they progress through the curriculum.

The Curriculum Roadmaps are a useful way for families to stay informed about what is being taught in school and when. They also provide a great starting point for conversations at home, helping our families to support their child's learning by asking questions, discussing new ideas and celebrating their progress.

Our Curriculum Roadmaps ensure that families, students and teachers have a shared understanding of each student's learning journey and how knowledge builds over time.



How can I use this booklet to support my child?

The Curriculum Roadmaps are designed to encourage regular conversations about learning at home. You do not need to be an expert in each subject—simply showing an interest in what your child is studying, asking questions and encouraging curiosity can have a positive impact on their confidence and achievement.

You can use the roadmaps to:

- Talk to your child about what they are learning in each subject and encourage them to explain new ideas or concepts.
- Help your child make connections between what they learn in school and everyday life, current events or their own interests.
- Encourage wider reading, documentaries, podcasts, museum visits or other enrichment activities linked to upcoming or current topics.
- Support effective revision by helping your child revisit knowledge and skills from previous topics, reinforcing learning over time.





Head of Subject: Ms Hudspith

Overview

We aim to develop students' visual literacy by reading, interpreting and analysing images and context. We develop critical thinking skills by understanding and challenging existing concepts and movements in art.

We give opportunities for skill development within a spiral curriculum, to build a 'traditional' art toolkit that gives students the skills they need to represent the world, express their ideas, and find their own creative voice.

Students have opportunities to explore different forms of drawing, painting, ceramics, printmaking and more. We then test and challenge these methods to develop inventiveness, creativity, risk taking and originality in our outcomes.

Creating links to the real world, we give students career insights and foundational skills they will need to be artists, designers and creative problem solvers of the future.



Stretch and Challenge



Extra curricular
GCSE support and portfolio builder
KS3 art club

Set design and production
for school plays
Involvement in community projects



Art Competitions
Internally and externally, including a student success in RA summer exhibition

Excellent resources in all lessons which are designed for self selection at all levels



10 HR FINAL EXAM



EXTERNALLY SET EXAM PROJECT

Student choice - Selecting one of a number of questions for independent research and development. (40%)

5 HOUR MOCK EXAM



CITY LIFE - Inspired by lives in the city
Learning - experimental workshops and more independent development (30%)



Year 11

Year 10



NATURAL FORM - Inspired by nature
Learning - Learning and building techniques for higher level skills and thinking. Developing enquiring research process for more sustained outcomes
Artists - many various artists (30%)



MAKE IT POP - Inspired by the Pop Art movement and its influence.
Learning - application of formal elements and deciphering image for stylisation. Typography.
Artists - Michael Craig Martin, Yayoi Kusama, Roy Lichtenstein and Peter Blake



IDENTITY - Inspired by our own individualism
Learning - Facial proportions and features. Symbolism. Layered thinking for building a multimedia artwork
Artists - Louie Jover | Kehinde Wiley



IMAGINED REALITY - Inspired by the Surrealist art movement and its influence.
Learning - 1&2 point perspective. The impact of symbolism and juxtaposition. Careers in art.
Artists - Meret Oppenheim, Rene Magritte and Salvador Dali



Year 9

BUGGING OUT - Inspired by insects
Learning - Developing our use of colour and 3D thinking through layers and recycled materials
Artists - Christopher Marley, Michelle Stitzlein, Sibylla Merian and E A Seguy.



NATURAL PATTERNS - Inspired by patterns in nature
Learning - 3D clay modelling of the ancient o pot technique and block printing
Artists - Kelly Jean Ohi, Zhu Ohnu



OCEAN LIFE - Inspired by, our oceans and seas and art as activism
Learning - Using a wide range of media, understanding how artists are activists
Artists - Amber M Moran and Yellena James



Year 8

ANCIENT JAPAN - Inspired by ancient Japanese art and printmaking
Learning - Focusing on tonal values, using mono printing and tonal inking techniques
Artists - Tenshō Shūbun, Katsushika Hokusai



HUES OF FOODS - Inspired by - The colourful world of food and the artists
Learning - Embedding the formal elements with a closer look at colour theory.
Artists - Wayne Thiebaud, Sarah Graham, Georgina Luck



Year 7



OBSERVING OBJECTS - Inspired by everyday objects
Learning - How to draw with different media using the formal elements - line, shape, colour, tone, space, form, texture and mood.
Artists - Bridget Riley, Van Gogh



Welcome to Chessington School



Summer School Transition



Transition



Head of Subject: Mrs Andrew

Overview

At Chessington School, our science curriculum is built on the core belief that every child, every day should have the opportunity to succeed. We deliver an ambitious, knowledge-rich, and carefully sequenced education across Biology, Chemistry, and Physics to build long-term retention and a deep understanding of the world. Ultimately, our curriculum empowers all students to analyse the world around them, achieve outstanding academic outcomes, and build the critical knowledge and cultural capital required to thrive in their future careers as responsible individuals.

Science is the study of the universe through observation, questioning, and experimentation. In our curriculum, studying science is not just about memorising facts; it is about developing a powerful framework for thinking. Students learn to analyse evidence, solve complex problems, and understand the interconnected systems of our world. This journey fosters a deep sense of curiosity and equips learners with the scientific literacy needed to make informed decisions about global challenges, driving innovation and shaping the future.



Stretch
and
Challenge

Revision for exams: **Cell biology**, **Organisation**,
Homeostasis and response, **Inheritance**,
Variation and Evolution, and **Ecology**.

Final GCSE Exams



Mock Exams 2



Mock Exams 1



Ecology



Bioenergetics



**Homeostasis and
response**



Inheritance, Variation and Evolution



Assessment Preparation

Year
11
AQA

Year
10
AQA

End of year assessment



Assessment Preparation



Infection and Response

End of year
Mock Exams



Cell Biology



Organisation



Year
9



End of year assessment



Assessment Preparation



Organisms 2



Genes 2

Ecosystems 2



Working scientifically

Year
8



Organisms 1



Genes 1:



End of year
assessment

Assessment Preparation



Ecosystems 1

Year
7



Working scientifically

Welcome to Chessington
School



Transition



Head of Subject: Mrs Ford

Overview

The intent of the Catering and Hospitality curriculum is to deliver a robust, practical, and academically grounded education that transforms students from novice cooks into confident, industry-aware culinary practitioners.

We intend to equip students with a deep understanding of food science, advanced technical skills, and a comprehensive overview of the hospitality industry. This curriculum bridges the gap between domestic cooking and professional catering, focusing heavily on precision, food safety, time management, and the commercial realities of working in food service.



Stretch and Challenge

Final written Exams



Non Examination Assessment 60% of course grade

Revision for exams

written exam 40%

Own choice dishes, high skills, fish filleting, fresh pasta, pastry making, roux sauce



Prep for starting NEA in Sept

11 mock briefs



Unit 1 theory section 4 Know how food can cause health

Along side the theory, also a range of practical dishes

Revision of all unit 1



Year 11

Year 10

Unit 1 theory section 2 Understand how hospitality and Catering provisions operate **catering provisions meets health**



Unit 1 theory section 3 Understand how hospitality and safety requirements



Unit 1 theory section 1 The environment in which hospitality and catering operates



Rotation 2- one half term before summer

Swiss roll
Fish cakes
Savory plaits
French fruit tarts



Year 9

Rotation 1 - one half term by Feb

Flapjacks, mac and cheese, sweet and sour chicken



Rotation 2 - one half term before summer

Savory rice, chocolate mousse, scotch eggs



Year 8

Rotation 1 - one half term before Feb
Energy and Nutrition
Pasta Bake
Pizza
Tiffin Bar
Marshmallow crispies



Rotation 2- one half term each in catering before the summer
Eatwell guide-fruit crumble, jam tarts, sausage rolls
Spaghetti Bolognese
Bread Rolls



Year 7

Welcome to Chessington School



Summer School Transition

Rotation 1- one half term each in catering before Feb half term

Citrus drink
Fruit and vegetables
Fresh fruit Salad
Pasta salad
Small fruit cakes
Vegetable Soup



Transition



Head of Subject: Mrs Andrew

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Chessington Chemistry Curriculum

Stretch and Challenge

Revision for exams:

Atomic Structure, Quantitative Chemistry, Chemical changes, Energy Changes, Rates of reaction, Organic chemistry, Chemical analysis, Earth's resources

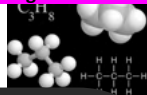
Earth's resources



Chemical Analysis



Organic Chemistry



Mock Exams 2

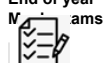
Mock Exams 1

Chemistry of the atmosphere



Revision Paper 1 units:

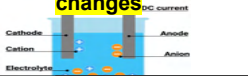
Atomic Structure, Quantitative Chemistry, Chemical changes, Energy changes



Year 11 AQA

Year 10 AQA

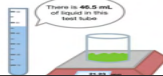
Chemical changes



Energy changes



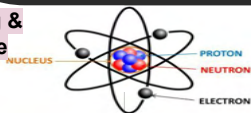
Quantitative Chemistry



Rates of reaction



Bonding & structure



Chemical Bonding

Ionic



Covalent



Metallic



Assessment Preparation

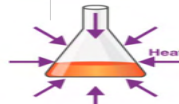


End of Year assessment

Year 9

Periodic table

Chemical changes



Assessment Preparation



End of year assessment

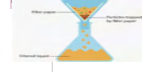
Reactions 2



Reactions 1



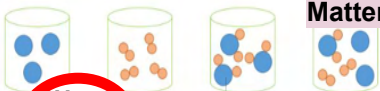
Matter 3



Year 8



Earth 2



Matter 2

Earth 1



Assessment Preparation



End of block assessment 1

Year 7



Matter 1



Welcome to Chessington School

Working scientifically

Transition



Head of Subject: Miss Rutledge

Overview

The Early Years curriculum at Chessington school teaches the practical skills and academic theory needed to work in the childcare sector. Our vocational offer bridges the gap between classroom learning and professional placement. Students will develop a deep understanding of holistic child development, play-based learning, safeguarding, and inclusive practices. They will learn exactly how children grow and learn from birth to five years old. By studying areas such as nutrition, cognitive development, and health and safety legislation this qualification provides a direct pathway to T level courses, childcare apprenticeships, or employment in early years.



Year 13

Practical skills review

Occupational specialism Final Observation
(External)



Occupational specialism Planning/ Observation Feedback and review

Setting observations

Practical skills review

Occupational specialism project work, 450 hours

Year 13

Year 12

Setting observations

Practical skills review

Employer Set Project - Coursework - 20 hours



Final exam 2.5 hrs

Element 6: Working In Partnership

Element 7: Professional Practice

Practical skills review

Setting observations

Element 5: Child Development

Year 12

Year 12

Element 3: Safeguarding, equality, wellbeing and diversity
Element 2: Supporting Education

Element 4: Special educational needs and disabilities

Practical skills review

Setting observations

Element 1: Wider education Sector



Practical skills review

Final exam 1.5 hrs

Day in the Life of
Sixth form induction

Year 11

Year 11

NEA: 14 hr Coursework

CA8: Importance of Observations in early Years

March mock

CA9: Planning in early Years



CA7: Roles and responsibilities

CA6: Expectations of the early years practitioner

CA4: Early Years Provision

CA5: Legislation, Policies and procedures

Year 10

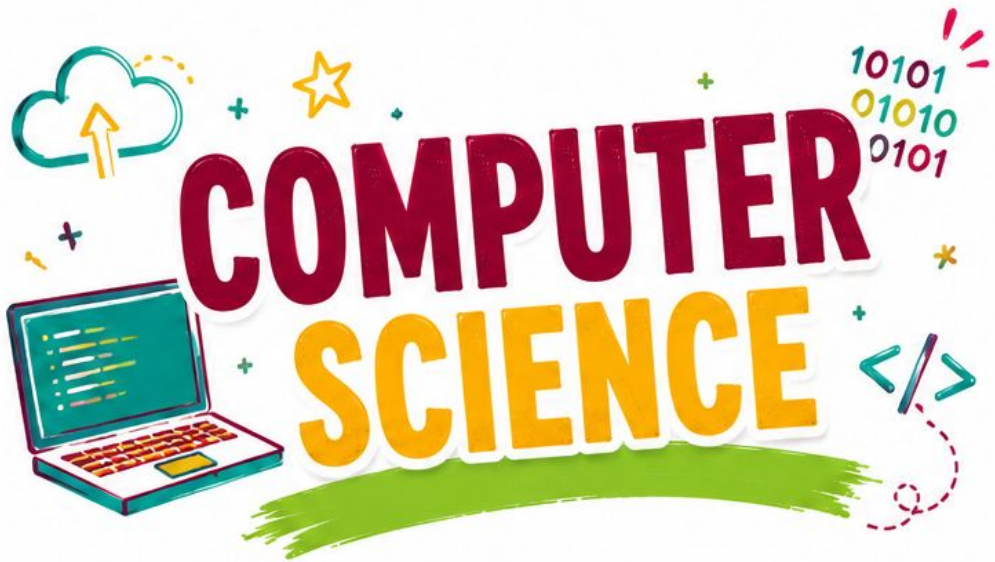
Year 10

CA3: Care routines, play and activities

CA2: Factors that affect child development

CA1: Child Development





Head of Subject: Mr Cosgrave

Overview

At Chessington School, Computer Science is studied by all students from Year 7 to Year 11 because we believe that understanding technology – not just using it – is an essential life skill in the modern world. The subject develops computational thinking, logical reasoning and programming ability, while also teaching students how to stay safe online and understand the ethical and societal implications of digital technology. Building from practical digital literacy and block-based coding in Year 7, through to Python programming, data representation, networks and AI, students progress to GCSE level where they follow the OCR Computer Science specification. By the end of their studies, we aim for every student to be a confident, knowledgeable and responsible digital citizen, equipped with the qualifications and skills needed to thrive in further education, employment and an increasingly technology-driven world.



Stretch and Challenge



Final GCSE Exams



Revision for exams



1.4 - Network Security

Component 2 - Python Practice

Mock Exams



1.5- Impacts of Digital Technology

2.1 - Algorithms
2.2 - Programming
2.3 - Logic & Languages



Year
11

Year
10



1.1 - Systems Architecture
1.2 - Data Representation

End of year assessment



Assessment Preparation

Mock Exams



Programming (Python)

Hardware & Software



AI part 2



Year
9



Logic Gates & Boolean Logic



Data Representation
(Sound/Images/compression)



End of year assessment



Assessment Preparation



print("Hello, world!")
Programming (Python)

Hour of code



Security & Encryption



Programming (Python)

Year
8



Data Representation

End of year assessment



Assessment Preparation

AI part 1



Programming (Scratch)



Unpacking the computer



Esafety, Cybersecurity

Programming (Scratch)



Year
7



Welcome to Chessington
School

Using Google appS



Summer School Transition

Data Representation

Transition



Head of Subject: Mrs Elmas

Overview

The BTEC Tech Award in Creative Media Production is offered at Chessington School because it gives students a practical, hands-on route into understanding the creative industries, developing technical skills and creative thinking through researching, planning and producing real media products. It is important because it recognises talent beyond traditional written exams, building confidence, self-expression and project management skills in an industry-relevant way. By the end of the course, we aim for students to have a portfolio of genuine creative work, a solid understanding of how the professional media industry operates, and a qualification equivalent to a GCSE that supports progression into further study, creative apprenticeships or careers across film, television, photography, advertising and digital media.



Stretch and Challenge

C1 Monitor and review the outcomes of the production process
C2 Production skills and techniques
C3 Combining and refining content
C4 Testing and exporting for distribution

B1 Planning materials

B2 Managing the production process
A2 Generating ideas



Component 3 (exam): Create a Media Product in Response to a Brief

Reimagining: Pre production, production and post production processes



Learning Aim A: Develop media production skills and techniques



Learning Aim C: Review own progress and development of skills and practices

Create a short film



Learning Aim B: Apply media production skills and techniques



Year 11

Pearson
Edexcel

Year 10

Pearson
Edexcel

Learning Aim B: Explore how media products are created to provide meaning and engage audiences

Teen Scene
Media Report 1



Learning Aim A: Investigate Media Products



Teen Scene Media
Report 2 (theory and analysis)



Component 2: Developing Digital Media Production Skills

Component 1: Exploring Media Products e.g. video games, magazines, film



Students make choices about options

Students come to option taster sessions in year 9

Year 9

Aspects of Media are taught in KS3 as part of the English Curriculum (audience interpretation, purpose, genre, connotation)

Year 8

- We aim to instill a rigorous and non-negotiable culture of safety, ensuring all students understand and respect the risks associated with hand tools and machinery before achieving validated operational competence.
- We provide a hands-on experience across wood, metal and fabrics, enabling students to select and manipulate materials effectively based on their properties and the functional requirements of the design brief.
- We build resilient, encourage a mindset where iteration, prototyping, testing, and refinement are viewed as essential parts of the design journey, promoting perseverance and the ability to learn from practical failures.

Chessington Design & Technology Curriculum

Year 11

NEA 2 Carpentry Assignment (20%)

Mock Exams

NEA 3 Electrical Assignment (20%)



Revision & On Screen Exam

NEA 1 Plumbing Assignment (20%)

Sustainable construction



Plumbing skills
Soldering Copper; push fit and waste systems



Health & Safety, Site visits

Carpentry on site
Stud wall, following plans, working independently



Technologies, materials and forms used in construction



Year 10

Planter Project
Marking out, accurate drilling, cutting and assembly in timber



Structure of the industry

Built environment lifecycle, types of structures

Electrical skills
Wiring, lighting, household electrics

CONSTRUCTION
the future starts here

DeSIGNTeChNOLoGY
the future starts here



Surface finishes, assembly

Annotating design ideas and model developed ideas



Smart Materials

TEXTILES Techniques

Using all making skills to mark materials and cut, screw and glue together

D&T Electronic Decoration

Innovative Design

Researching more unusual designs

D&T Trophy

Year 9

Identifying electronic components



Testing and problem solving

TEXTILES storage roll

Designing pattern pieces and templates. Developing surface decoration



Placing components in a PCB and soldering

Modelling, sketching and developing ideas in CAD to be cut on laser cutter



TEXTILES Skills Workshop

Hardwood presentation case

D&T LED Lamp

Technical vocabulary

Metals & casting theory & pewter cast

Year 8

Development skills: Ideas, annotation, surface decoration and machining.



D&T Pewter Keyring

Generate ideas for a keyring

To be able to select materials and techniques suitable for their designs.

TEXTILES Tote Bag

Threading up the sewing machines and various stitches



To introduce Year 7 students to the sewing machines and surface decoration techniques.

TEXTILES Sea Life Toy



Introduction to workshop machinery, sawing, drilling, sanding

Cams, linkages, levers

D&T Food Packaging

Students will identify a theme and design for their target market



Creating a logo
Box nets

D&T Mechanisms

Year 7

Fabrics and Fibres
Introduction to hand sewing

Threading needles, stitching

Formal drawing and sketching techniques.



TEXTILES Sweet Treats



Designing and making principles
Generating & Communicating ideas

Welcome to
CHESINGTON SCHOOL

Transition



Head of Subject: Miss Twomey

Overview

We are committed to providing high quality drama for all students, and to providing opportunities to be creative..

The ultimate intent is to allow students to have the skills, knowledge, and wisdom to 'master' their subject and become drama practitioners over their 5-year journey.

In KS3 we are focused on studying a set text. The skills required in the text are chosen to allow students to develop their literacy and make clear connections to their previous learning. This is a chance for the students to revisit and apply their skills.

Schemes of learning are created to increase difficulty and vary challenge across key stages and allow students to progress and develop mastery in the subject. Included are chances to explore moral issues. We are also fully committed to an extensive extracurricular experience for students. We are focused on giving students an authentic experience of how theatre is developed and made in different contexts.





Edexcel GCSE Comp
3: WRITTEN EXAM



Edexcel GCSE Compon
2: Live Theatre



Edexcel GCSE
Component 2:
Monologues



Edexcel GCSE Component 1:
Devising

Edexcel GCSE Component 3:
An Inspector Calls



Mock Exams



**Year
11**

4-6) Edexcel GCSE Component
Devising



2-3) Edexcel GCSE
Component 2:
An Inspector Calls



1) Edexcel GCSE Component 1:
Practitioner exploration



4) Technical Theatre

5) Responding to live theatre



6) Set Text



**Year
10**



3) Devising Theatre



2) Physical Theatre



1) Ghost Stories



4) Musical theatre



5) Responding to live Theatre



6) Set Text

**Year
9**

3) Comedy



2) Sweeney Todd



1) Silent Movies



2) Pantomime



4) Puppetry



6) Set Text

**Year
8**

**Year
7**

1) Haunted House



3) Twisted
Fairy Tales



5) Responding to live theatre



End of year
assessment



Welcome to Chessington
School



Summer School Transition

Transition



Head of Subject: Mrs Elmas

Overview

English is at the heart of secondary school education because it underpins every aspect of learning and communication. It shapes the way young people think, express themselves and understand the world. Literacy and oracy sit at the foundation of this, enabling students to read critically, write effectively, and articulate ideas with confidence and precision.

Through English, pupils learn not only to communicate clearly but also to listen, respond, and engage creatively. The subject fosters imagination and self-expression, while also developing logical thinking, empathy, and cultural awareness. Reading and studying a diverse range of texts and text types – from classic literature to contemporary media and non-fiction – broadens students' cultural capital and equips them with the analytical and interpretative skills needed to navigate an increasingly complex global society.

Students are taught to argue effectively, analyse deeply, and speak persuasively with sophistication and purpose. While the curriculum prepares pupils for examination success, its ultimate aim is much broader: to equip young people with the essential life skills of language, communication, and critical thought that empower them to participate fully and effectively in society.

Autumn 1: Language Paper 2 Qu 1-4
Power and Conflict Poetry (AQA)

Autumn 2: Mock Exams,
Power and Conflict Poetry

Spring 1 and 2: Unseen Poetry
revision of all exam elements, Mock
Exams

GCSEs

Year
11

Summer 2: Language Paper
2 Qu 5

Persuasive writing
assessment

Summer 1: Priestley's *An
Inspector Calls*

Analytical writing
assessment

Spring 2: Language
Paper 1 Qu 5

Creative
writing
assessment

Autumn 1: Spoken Language
Endorsement and Dickens' *A
Christmas Carol*

Oracy
assessment

Autumn 2: Completion of *A
Christmas Carol* and
Language Paper 1 Qu 1-4

Analytical writing
assessment

Spring 1: Shakespeare's
Macbeth

Analytical
writing
assessment

Year
10



Planning GCSE
speeches



Summer 1: Creative writing linked
to key themes in *Romeo and
Juliet*

Spring 2: Shakespeare's
Romeo and Juliet



Preparing GCSE oracy
assessment

Analytical and creative writing
assessment

Analytical writing
assessment

Autumn 1:
Diverse poetry

Analytical writing
assessment

Autumn 2: Non-fiction
writing and *Medin*

Persuasive writing
assessment



Spring 1: *The Whale
Rider - Ihimaera*

Analytical writing
assessment

Year
9

Summer 2: Speech
writing and oracy

Oracy assessment

Summer 1: *Animal
Farm - Orwell*

Analytical writing asse



Spring 2: Persuasive writing linked to
key themes in *The Tempest*

Persuasive
writing
assessment

Autumn 1: Creative
writing based on
world myths

Creative writing
assessment



Autumn 2: From *Beowulf* to
Dickens: Literature through
the ages

Analytical writing
assessment

Spring 1: Shakespeare's
The Tempest

Analytical writing
assessment



Year
8

Summer 2:
Performance Poetry

Oracy
assessment



Summer 1: *Wonder
- Palacio*

Analytical
writing
assessment

Spring 2: Persuasive writing linked to
key themes in *A Midsummer
Night's Dream*

Persuasive writing
assessment

Autumn 1: Creative
writing inspired by
gothic extracts

Creative writing
assessment

Autumn 2: *Frankenstein*
the play

Analytical writing
assessment



Spring 1: Introduction to
Shakespeare and
A Midsummer Night's Dream

Analytical writing
assessment

Year
7

Welcome to
Chessington School



Transition



Head of Subject: Mr Cosgrave

Overview

Enterprise and Marketing provides students with a practical, real-world understanding of how businesses are set up, compete, and meet customer needs through effective marketing. It is important as it develops commercial awareness, creativity and financial literacy – skills that benefit students as future employees, consumers and potential entrepreneurs, while remaining transferable well beyond the subject itself. By the end of the course, we aim for students to confidently apply enterprise and marketing concepts to real and unfamiliar business contexts, equipped with a qualification that supports progression into further study, apprenticeships and careers across a wide range of industries.



Stretch and Challenge



Critical Analysis of proposal and Business case

Final GCSE Exams 40%



Marketing strategies and methods

Develop a brand identification

Year 11

Recap year 10

Review of Proposal Viability.
Consideration of financial implications

Practical skills review



Plan and Pitch a Proposal



Completion of controlled assessment 60%

Business Pitch and Proposal



Identification and Customer Profiling



Designing a Business Proposal and Learning about Market Research

Coursework Assessments



Introduction to the Business World

Develop a brand identification

Interleaving Quizzes



Taster session

Options chosen

Year 10

Foundational Learning in a range of subjects including Maths, English, Citizenship, History, Design Technology, Drama and Art.



Year 9

Year 8

Year 7



Welcome to Chessington School



Summer school Transition

Transition



Head of Subject: Mr Forsyth

Overview

The purpose of Geography at Chessington is to develop curious, independent geographers who understand the patterns and processes that shape our world. By exploring the relationship between human activity and the physical environment, students learn to appreciate the "connectedness" of our planet at every scale. Following Ofsted research principles, our curriculum focuses on building deep knowledge of places and locations while mastering essential skills in mapping, data analysis, and critical thinking.

Beyond the classroom, we aim to shape students into well-rounded global citizens who value respect, tolerance, and sustainability. By understanding the challenges and opportunities facing the Earth today, our students gain the confidence to navigate the world's complexities. Ultimately, we strive to inspire a lifelong love for geography and empower students to act as responsible stewards for a sustainable future.



AQA Paper 2 - The Challenge of Resource Management

Paper 2 - Changing Economic World

AQA Paper 2 - Urban Issues and Challenges

AQA Paper 1 - The Living World

AQA Paper 1 - Physical Landscapes of the UK

AQA Paper 1 - The Challenge of Natural Hazards

Year
11

Year
10



5. Resources



4. Geopolitics



3. Africa



1. Development and Globalisation



2. Coasts

Year
9



6. Climate change impacts



5. 'Extreme Weather and Climate Change



4. Middle East



1. Extreme Environments



2. Asia



3. Rivers and Water

Year
8



6. Challenges in Antarctica



5. Global Issues



4. Cities



1. Intro to Geography and Map skills



2. Amazing Places



3. Tectonic Hazards

Year
7

Transition



Head of Subject: Mr Forsyth

Overview

History at Chessington is designed to inspire and nurture a sense of curiosity of what has gone before, whilst hoping to give students necessary skills to think critically about the present day. A famous historian, E.H Carr, suggests that the study of history is similar to 'an unending dialogue between the past and present' which we at Chessington see as essential in an ever-changing world. The study of history allows students to question, query, and make sense of what is around us today. For example; why do we have a King? Why has Russia invaded Ukraine? Why is there on-going conflict in the Middle-East? And most importantly why are we, as people in the 21st Century, the way we are? Our curriculum has been designed and mapped to give students the opportunity to study Britain and the wider-world to make sense of these types of questions that may puzzle us today, in hopes to give a greater sense of self-awareness to our young people and a strong feeling of inclusivity.





REVISION

SOCIETY

Edexcel Paper 2 - The American West; 1895-1895



SOCIETY

Edexcel Paper 2 - Elizabethan England; 1558-1588



SOCIETY

Edexcel Paper 1 - Medicine Through Time



WAR

Edexcel Paper 1 - Medicine on the Western Front



SOCIETY

Edexcel Paper 3 - Weimar & Nazi Germany



Year
11

Year
10

POWER

5. Why is the Cold War described as 'cold'?



4. What can personal experiences reveal about the Holocaust?



WAR

1. Was the First World War really a 'world war'?



SOCIETY

2. Why did Europe collapse after the First World War?



WAR

3. Why did the Allies win the Second World War?



Year
9

SOCIETY

7. Were those enslaved in America, truly free after 1861?



POWER

6. How has Britain changed from an autocracy to a democracy?



SOCIETY

5. 'Hell is a city much like London'. Is this the best way to describe London in Industrial England?



SOCIETY

1. What can we learn from Tudor portraits?



WAR

2. How did England change in the 17th Century?



EMPIRE

3. What can the colonies teach us about the British Empire?



4. What can the experience of Olaudah Equiano teach us about Transatlantic Slavery?



Year
8

POWER

7. How did the power of the Church change between 1066-1588?



SOCIETY

6. What was it like to live in Medieval England?



POWER

5. How did William take control of England?



SOCIETY

1. Why were the Mesopotamians so important?



EMPIRE

2. Why were the Romans so important?



EMPIRE

3. What drove Baghdad's love of learning?



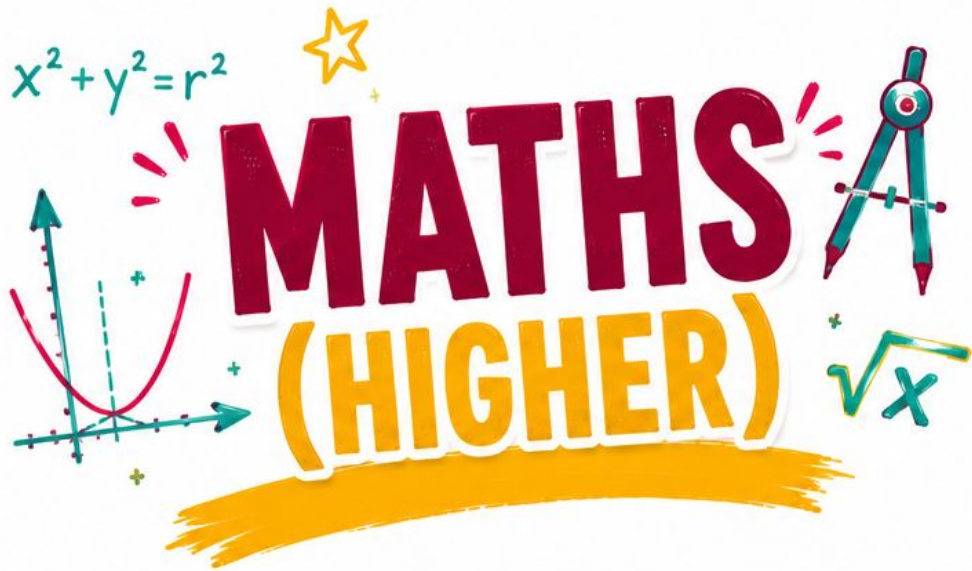
SOCIETY

4. Why was Kingston significant in Anglo-Saxon rule?



Year
7

Transition



Head of Subject: Miss Spink

Overview

At Chessington School, we aim to develop confident, independent learners who approach mathematics with curiosity, resilience, and a willingness to think critically. Our mathematics curriculum is designed to equip pupils with the problem-solving skills they need not only within the classroom, but in everyday life beyond school.

We strive to foster a genuine love of numbers and an appreciation of the value of mathematics in the wider world. Through engaging, meaningful learning experiences, pupils are encouraged to make connections, reason mathematically, and apply their knowledge in a variety of contexts.

We are committed to ensuring that all pupils achieve their full potential in mathematics. By promoting a growth mindset and providing supportive, inclusive teaching, we aim to break down the negative stigma often associated with the subject. We want every child to feel capable, successful, and empowered in their mathematical journey.





REVISION

REVISION

REVISION

Chessington Maths Curriculum

Data:
Grouped data.
Statistical
diagrams, inc. box
plots and
cumulative
frequency.

SSM: Arcs & sectors. Spheres, cones and frustums. Exact Trig values Transformations

Algebra:
Graphs. Indices. Vectors. Algebraic proof. Trigonometric graphs

Number:
Financial calcula Standard form. Surds. Recurring decimals



Year
11

Assessment: preparation for End of Year Assessment



SSM: Volume & Surface Area of prisms. Trigonometry. Construction



Algebra: Simultaneous equations and rearranging formulae. Graphs, inc. quadratics.



Data: Real life graphs. Venn diagrams and probability.

Algebra: With ratio. Direct and inverse proportion equations. Cubic, reciprocal and exponential graphs. Quadratics sequences

Number: Com, units, inc. pressure and density. Error intervals. Index laws and bounds.



Algebra: Expanding and factorising

Year
10

Assessment: preparation for End of Year Assessment



SSM: Congruence and similarity. Bearings. Transformations and vectors



Data: Collecting, representing & interpreting. Grouped data



Number: Rates of change: speed, distance, time



Algebra: Plotting graphs and finding equations, inc. quadratics.

Number: Place value, operations, BIDMAS & Estimating



Number: Percentages. Calculation with standard form.



Data: Probability: Experimental and theoretical.



Algebra: Solving equations inc. quadratics. Rearranging formulae.



SSM: Angles, measuring & construction. Circles and cylinders. Pythagoras



Number: Ratio and proportion. Error intervals.

Year
9

Assessment: preparation for End of Year Assessment



Algebra: Algebraic manipulation Solving inequalities. Single and double brackets. Algebraic fractions.



Data: Statistical diagrams: Drawing and interpreting.



SSM: Developing Geometry: Angles in parallel lines and polygons. Symmetry and Reflection. Transformations.

Number: Percentages: Percentage of amount, percentage change and calculating with money.



Algebra: Algebraic techniques: Index laws, solving equations and sequences.



Proportion: Using ratio and scale.



SSM: Measures of shapes: Area and perimeter, inc. circles. Nets, surface area and volume.



Number: Approximation and representation: Significant figures. Standard form. Fractions.

Year
8

Assessment point: preparation for End of Year Assessment



Data: Probability: Theoretical



Number: Application of Number: Solving problems with four operations, including fractions



Data: Representing and interpreting: Tables and charts. Averages and range.

Algebra: Algebraic thinking: Sequences, Algebraic notation, equality and equivalence.



SSM: Measures: Area and perimeter. Coordinates and shapes.



Number: Types of numbers: Factors, multiples and primes. Fractions.



SSM: Angles: Properties of shapes and finding unknown angles.



Number: Place Value and Proportion: Ordering Integers, Fractions, decimals & percentages equivalence

Year
7



Number: Directed Number: Four operations with negative numbers.

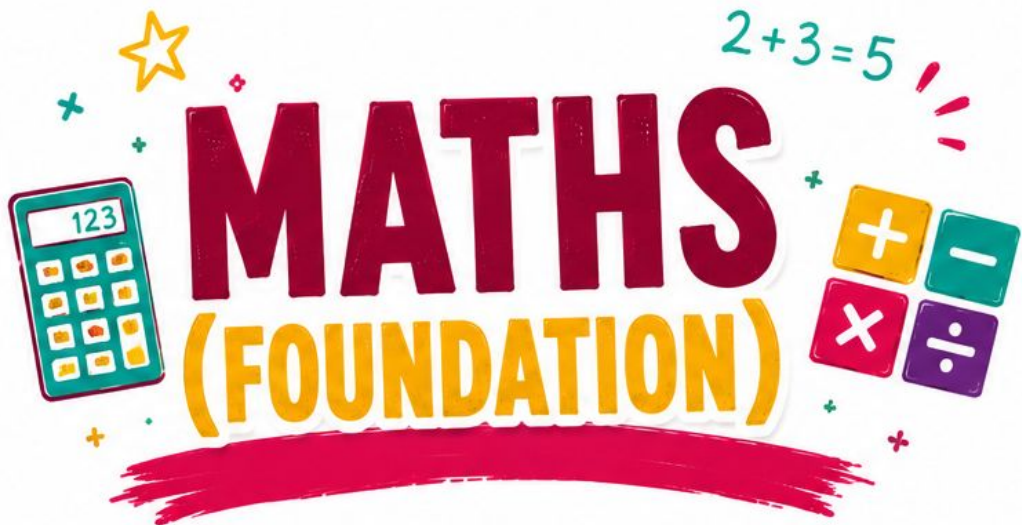


Number: Place Value and Proportion: Ordering Integers, Fractions, decimals & percentages equivalence

Welcome to Chessington School



Transition



Head of Subject: Miss Spink

Overview

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We strive to foster a genuine love of numbers and an appreciation of the value of mathematics in the wider world. Through engaging, meaningful learning experiences, pupils are encouraged to make connections, reason mathematically, and apply their knowledge in a variety of contexts.

We are committed to ensuring that all pupils achieve their full potential in mathematics. By promoting a growth mindset and providing supportive, inclusive teaching, we aim to break down the negative stigma often associated with the subject. We want every child to feel capable, successful, and empowered in their mathematical journey.



Chessington Maths Curriculum

**Year
11**

SSM: Arcs & sectors. Spheres and cones. Pythagoras and Trig. Transformations

Algebra: Graphs. Indices. Vectors. Algebraic proof.

Number: Financial calcula. Standard form. Powers and roots.

Assessment: preparation for End of Year Assessment

Data: Grouped data. Statistical diagrams.

SSM: Volume & Surface Area of prisms. Trigonometry. Construction

Algebra: Simultaneous equations and rearranging formulae. Graphs, inc. quadratics.

Data: Real life graphs. Venn diagrams and probability.

Algebra: With ratio. Direct and inverse proportion equations. Cubic, reciprocal and exponential graphs. Sequences

Number: Com. units, inc. pressure and density. Error intervals. Index laws.

Algebra: Expanding and factorising

**Year
10**

Assessment: preparation for End of Year Assessment

SSM: Congruence and similarity. Bearings. Transformations and vectors

Data: Collecting, representing & interpreting. Grouped data

Number: Rates of change: speed, distance, time

Algebra: Plotting graphs and finding equations, inc. quadratics.

Number: Place value, operations, BIDMAS & Estimating

Number: Percentages. Calculation with standard form.

Data: Probability: Experimental and theoretical.

Algebra: Solving equations inc. quadratics. Rearranging formulae.

SSM: Angles, measuring & construction. Circles and cylinders. Pythagoras

Number: Ratio and proportion. Error intervals.

**Year
9**

Assessment: preparation for End of Year Assessment

Algebra: Algebraic manipulation Solving inequalities. Single and double brackets. Algebraic fractions.

Data: Statistical diagrams: Drawing and interpreting.

SSM: Developing Geometry: Angles in parallel lines and polygons. Symmetry and Reflection. Transformations.

Number: Percentages: Percentage of amount, percentage change and calculating with money.

Algebra: Algebraic techniques: Index laws, solving equations and sequences.

Proportion: Using ratio and scale.

SSM: Measures of shapes: Area and perimeter, inc. circles. Nets, surface area and volume.

Number: Approximation and representation: Significant figures. Standard form. Fractions.

**Year
8**

Assessment point: preparation for End of Year Assessment

Data: Probability: Theoretical

Number: Application of Number: Solving problems with four operations, including fractions

Data: Representing and interpreting: Tables and charts. Averages and range.

Algebra: Algebraic thinking: Sequences, Algebraic notation, equality and equivalence.

SSM: Measures: Area and perimeter. Coordinates and shapes.

Number: Types of numbers: Factors, multiples and primes. Fractions.

SSM: Angles: Properties of shapes and finding unknown angles.

**Year
7**

Number: Directed Number: Four operations with negative numbers.

Number: Place Value and Proportion: Ordering Integers, Fractions, decimals & percentages equivalence

Welcome to Chessington School

Transition



Head of Subject: Mr DuBock

Overview

Our intent is to ignite a lifelong passion for music-making across a diverse range of genres and cultures. We aim to empower students to:

- **Perform with confidence:** Develop fluency, technical accuracy, and expressive quality in both solo and ensemble settings.
- **Create and innovate:** Improvise and compose independently, bringing their own musical ideas to life.
- **Master musical literacy:** Read, interpret, and apply relevant notations practically.
- **Deepen cultural understanding:** Build a rich appreciation of music history and the diverse contexts of the music they perform and listen to.
- **Harness musical elements:** Purposefully use the interrelated dimensions of music to express themselves to their fullest potential.



Synoptic Task



3 Responding to a Commercial Music Brief
Externally set and assessed



3: Responding to a Commercial Music Brief



2: Music Skills Development Assessment

Year 11



1: Exploring Music Products and Styles



1: Exploring Music Products and Styles Assessment



2: Music Skills Development

Year 10

BTEC Tech Awards
Music Practice



Remix/covers



End of year assessment



Western Classical music

Year 9



Improvisation and aural tradition



Music technology



Ensemble skills



Ukulele



Film soundtrack



End of year assessment



Scales, chromatic & Film themes

Year 8



Keyboard skills



Rock n Roll



Songwriting



Ukulele



Music for events



End of year assessment



Major/Minor/ Pentatonic



Ukulele

Year 7



Welcome to Chessington School



Keyboard skills



Ostinato & ensembles



Samba



Summer School Transition

Transition



Overview

At Chessington Secondary School, our Personal Development and Wellbeing (PDW) curriculum is designed to empower students to navigate the complexities of the modern world with confidence, resilience, and compassion. We believe that academic success and personal growth go hand-in-hand.

Our curriculum ensures our students are prepared for being healthy, independent, and socially responsible citizens who can make informed decisions about their lives and futures. While our primary focus is the personal growth and individual well being of each student, our curriculum naturally embeds and promotes fundamental British Values which are woven through our daily discussions and topics

By the time a student leaves Chessington Secondary School, our PDW curriculum aims to ensure they will possess the emotional intelligence, critical thinking, and moral compass required to thrive in a diverse and rapidly changing world.





Planning for next steps

Applications for Sixth form/College/Apprenticeships

PDW Curriculum

Year 11

Social issues

Digital wellbeing

Careers planning

Year 10

Respect & anti-racism

Relationships

Diversity, Inclusion & Equality

Community action project

Peer influences & personal safety

Democracy

Year 9

Healthy relationships, consent & boundaries

Intimate relationships

Careers & Future Planning

Law and justice

Financial decisions

Respectful relationships

Mental Health & Emotional Wellbeing

Drugs and alcohol

Year 8

Health protection and First Aid

Online safety

Respectful friendships

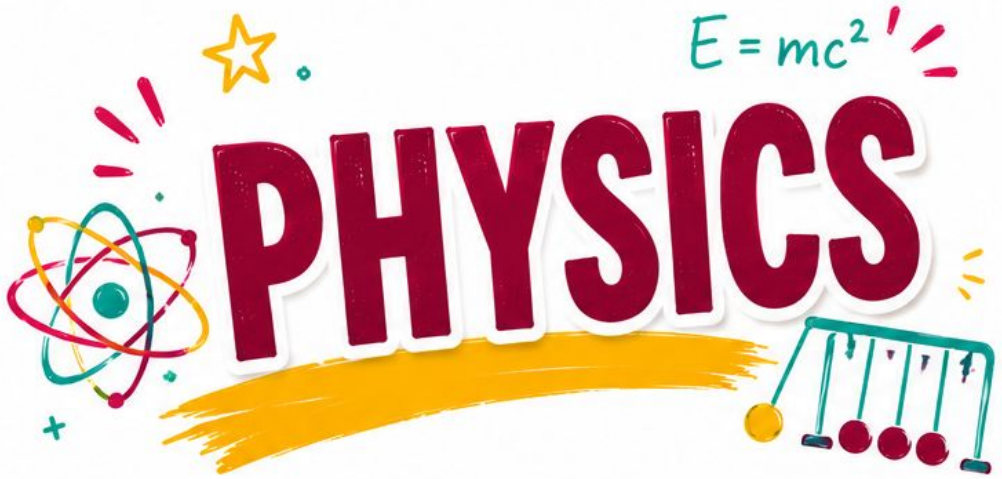
Healthy lifestyles

Skills for the future

Year 7

Our Values: Goodwill, Resilience, Enthusiasm, Ambition, Trust

Transition



Head of Subject: Mrs Andrew

Overview

At Chessington School, our science curriculum is built on the core belief that every child, every day should have the opportunity to succeed. We deliver an ambitious, knowledge-rich, and carefully sequenced education across Biology, Chemistry, and Physics to build long-term retention and a deep understanding of the world. Ultimately, our curriculum empowers all students to analyse the world around them, achieve outstanding academic outcomes, and build the critical knowledge and cultural capital required to thrive in their future careers as responsible individuals.

Science is the study of the universe through observation, questioning, and experimentation. In our curriculum, studying science is not just about memorising facts; it is about developing a powerful framework for thinking. Students learn to analyse evidence, solve complex problems, and understand the interconnected systems of our world. This journey fosters a deep sense of curiosity and equips learners with the scientific literacy needed to make informed decisions about global challenges, driving innovation and shaping the future.



Chessington Physics Curriculum

Stretch and Challenge

Revision for exams:

Energy, Electricity, Particle model of matter, Atomic structure, Forces, Waves, Magnets and electromagnets

Final GCSE Exams

Space

Mock Exams 2

Electromagnets

Waves 3

Revision Paper 1 units:

Energy, Electricity, Particle model of matter, Atomic structure

Mock Exams 1

Assessment Preparation

End of year Mock Exams

Year 11
AQA

Forces 2 (Motion)

Forces 1

Electricity 2

Electricity 1

Atomic structure

Year 10
AQA

Matter 1

Assessment Preparation

End of year assessment

Energy 2

Energy 1

Year 9
AQA

Electromagnets

Assessment Preparation

End of Year assessment

Waves 2

Energy 2

Forces 2

Waves 1

Working scientifically

Year 8

Forces 1

Electromagnets 1

Assessment

Energy 1

Working scientifically

Year 7

Transition

Welcome to Chessington School



Head of Subject: Miss Williams

Overview

At Chessington School, our Physical Education curriculum is designed to inspire every student to develop the confidence, competence, and motivation to engage in physical activity and competitive sport beyond their time at school.

We focus on developing fundamental movement skills across a wide range of activities, while also nurturing key personal qualities such as teamwork, leadership, and resilience. Through a broad and balanced curriculum, students are encouraged to challenge themselves, work effectively with others, and respond positively to both success and setbacks.

We strive to create an environment where students feel supported and empowered to take risks, reflect on their progress, and take ownership of their development. By fostering positive attitudes towards fitness and wellbeing, we aim to equip all students with the knowledge and skills needed to lead healthy and active lifestyles.

The following roadmap outlines both the BTEC Sport and the GCSE option from Year 10. All students will also continue with core PE at Key Stage 4, studying invasion games, aesthetic, alternative sports and health and fitness.



Stretch and Challenge

Extra Curricular Clubs

Fixtures

Leadership Opportunities

Option PE Curriculum

Preparing Participants to Take Part in Sport and Physical Activity

Taking Part and Improving Other Participants' Sporting Performance

Developing Fitness and Physical Activity for Sport

Cultural Influences

Movement Analysis

Health, Fitness and Wellbeing

Sport Psychology

Applied Anatomy and Physiology

GCSE PE OR BTEC SPORT PATHWAY

Striking and fielding



Ultimate Frisbee



Year 10/11

Physical Training



Athletics



Fitness



Football



Netball



Volleyball



Badminton



Dance



Year 9

Intermediate skill development applying cognitive understanding and tactical theories

Striking and fielding



Athletics



Table Tennis



Fitness



Handball



Tchoukball



Basketball

Refining skill competence and cognitive understanding whilst exploring emerging tactical theories

Tag Rugby



Year 8

Gymnastics / Fitness



Athletics



OAA / Team Building



Basketball



Netball



Football



Basic skill development and developing cognitive understanding across key sports



Rock Climbing

Welcome to Chesham School

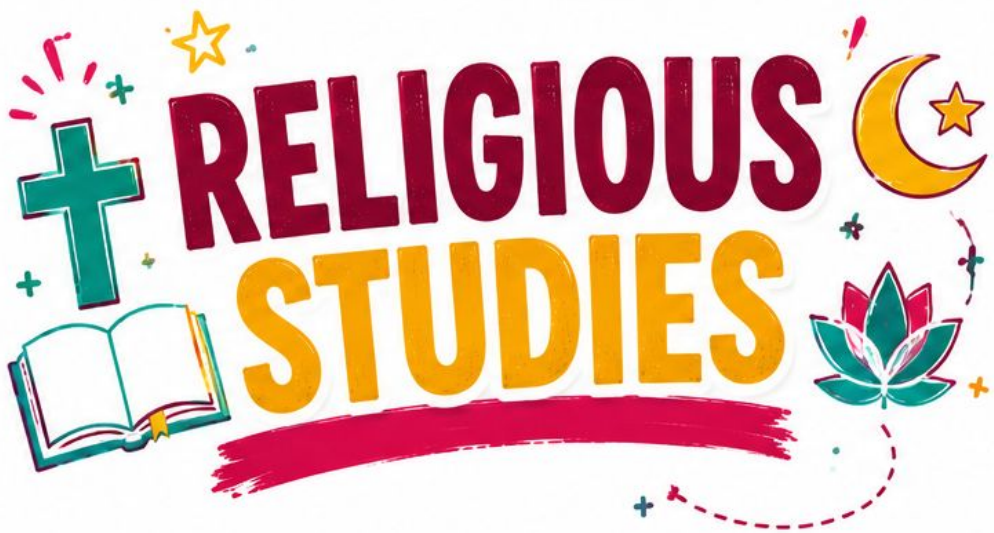


Taster Sessions/ Scholarship Trials

Team Games
Individual Sports
Alternative Sports

Year 7

Transition



Head of Subject: Mr Forsyth

Overview

Our Religious Studies curriculum is designed to provide an objective, academically rigorous, and deeply enriching exploration of the world's major religions, non-religious worldviews, and ethical frameworks. We intend to equip students with the critical thinking skills, literacy, and cultural capital necessary to navigate a diverse and rapidly changing global landscape. Rather than promoting a specific faith, our curriculum fosters a deep, empathetic understanding of how and why people believe, behave, and find meaning in the world.



Stretch and
Challenge



**Final GCSE
Exams**

**Revision for
exams**

5. AQA paper 2 themes paper
- Crime and punishment
 - Social justice and Human Rights



3. AQA Paper 1- Islam beliefs/ practices

4. AQA paper 2- Themes paper
- Religion and life
 - Religion peace and conflict

Year
11

Year
10



2. AQA Paper 1- Christianity practices



1. AQA Paper 1- Christianity beliefs



4. What new religious
movements have developed?



5. What is medical ethics and
the sanctity of life?

Year
9



3. What different types of
Prejudice are there?

2. Is Britain still religious?



1. Is there a God?



4. How has Buddhism
developed over time



5. What is Sikhism?



6. How has Sikhism developed
over time?

Year
8



3. What is Buddhism?



2. How has hinduism
developed over time?



1. What is Hinduism?



4. What are the key
features of Judaism?



5. What are they key
features of Islam?



6. What are they key
features of Christianity

Year
7



3. What do we mean by
Abrahamic faiths?



2. Is the concept of God
coherent?



1. What is RS and why is it
important

Transition



Head of Subject: Mr Murray

Overview

At Chessington School, the Spanish curriculum is designed to inspire all students to see themselves as successful language learners and to want to continue studying languages at GCSE and beyond. We believe that learning a language helps students become confident communicators, broadens their understanding of the world and opens doors to new cultures and opportunities.

The Languages Department vision is centred around three key principles:

- **Fostering a culture of joy in language lessons** - We create engaging and enjoyable lessons where students experience success and develop a positive attitude towards language learning.
- **Developing students who feel comfortable and safe to have a go** - We encourage students to take risks, learn from mistakes and build confidence in speaking and using the language.
- **Encouraging inquisitiveness about language learning** - We help students become curious about how languages work, make links between languages and develop an interest in other cultures and ways of life.





Chessington Spanish Curriculum

Year
11

Mi barrio y yo

Talking about cities, where you live and how a city or town has changed



Un mundo mejor para todos

Talking about climate change, how you help in your community and solutions to help the environment



El futuro te espera

Talking about your plans for the future, career intentions, the impact of AI and the importance of languages



Revision in preparation for GCSE

Spanish exams:

- Speaking
- Listening
- Reading
- Writing



End of Year assessment:

Assessment Preparation:

- Listening
- Reading
- Writing



¡A clase!

Talking about school and studies



Revision

of all Year 10 content for End of Year mock exam:

- Speaking



Year
10

Una vida sana

Talking about healthy living and wellbeing



Mi gente, mi mundo

Describing people, talking about friendships and relationships



Viajes

Talking about travel plans, holidays and Hispanic festivals



¡Diviértete!

Talking about life online, hobbies, and going out



Traditions

Talking about the Hispanic world - culture and tradition



Revision

of all Year 9 content



End of Year assessment:

Assessment Preparation



Year
9

Jóvenes en acción

Talking about global and social issues.



En forma

Talking about healthy living.



¡Orientate!

Talking about chores, jobs and future aspirations.



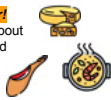
Todo sobre mi vida

Talking about your lifestyle.



¡A comer!

Talking about eating and food



End of Year assessment

Assessment Preparation



Year
8

Mis vacaciones

Talking about a past holiday



Mi ciudad

Talking about where you live.



Mi familia y mis amigos

Talking about your family and friends.



Mi vida

Introducing yourself



Mi tiempo libre

Talking about what you like to do in your spare time



Mi insti

Talking about your school life



End of Year assessment

Assessment Preparation



Year
7



¡Bienvenidos!
Welcome to Chessington School

Spanish GCSE Thematic contexts:

- My personal world
- Travel and tourism
- Media and technology

- Lifestyle and wellbeing
- Studying and my future
- My neighbourhood



Transition



CHESSINGTON

SCHOOL

